

**THE EFFECTS OF GENDER ROLES ON GIRL-CHILD ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN MAKUENI DIVISION
OF MAKUENI COUNTY**



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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of a Master of Education Degree in Educational Planning, Management
and Administration of Mount Kenya University**



HQ1075 .D26 2013

September 2013

Mount Kenya University
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Abstract

The level of girl-child academic performance in Makueni County has remained low for several years. Education is regarded as an instrument for gender equity and success in life. Disregard and discrimination against females contributes to low and poor performance in the country. Despite the support of parents and attempts by the government and non-governmental organizations to improve girl-child academic performance the level of academic performance in Makueni county has remained low, an enormous challenge that require urgent redress. The study investigated the challenges, opportunities and strategies for promoting girl-child academic performance in primary schools. The following objectives guided the study; to establish gender role existing in Makueni County, to what extent gender roles affects girl-child academic performance and how girl-child academic performance is affected by school location. The purpose of this study was to investigate the girl-child academic performance in relation to gender roles in primary schools, looking at economic social and attitudinal challenges to girl-child academic performance. The study will provide a body of knowledge to the Ministry of Education Science and Technology, Curriculum Developers, the Teacher Service Commission in designing their guidelines to plan education systematically and effectively. The literature review assisted the researcher to understand the topic better; the effect of gender roles on girl-child academic performance in primary schools. It focused on cultural beliefs, roles models, household chores and school location. The literature review provided for a conceptual frame work which gave relationship amongst the variables. The study involved various stakeholders, the head teachers, teachers, parents, pupils and DEO. The study used mixed methodology. Descriptive surveys of quantitative approaches were used to collect in-depth data using questionnaires and interviews. The study sample size consisted of 50 pupils, 25 teachers, 5 headteachers, 10 parents and a DEO. The study target population included Pupils, Parents, Headteachers and District Education Officers. Qualitative data analysis method was used to describe the sample size using descriptive statistics. The study findings revealed that girl's academic performance is adversely affected by gender roles, school location physical environment and lack of role models. The study recommended that primary schools headteachers and teachers to ensure that sanitary conditions at school are improved for both boys and girls. The masses to be sensitized on the need to educate girls to eradicate gender discrimination. Sex education to be incorporated in primary school curriculum. Primary schools to be manned by trained and qualified senior women teachers. Schools to have boarding facilities to cater for the long distance pupils.

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